

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:
Faith Ringgold quilt

Grade:
3

Contributor, School:
Mary Beth Lampman, Cedar Chapel Special School

Time Frame:
Five 45-minute sessions

State Curriculum Content Standards, Indicators, Objectives

Visual Art Content Standard(s)

3.0 Creative Expression and Production
Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Reading/Writing Content Standard(s)

Writing
4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Visual Art Content Indicator(s)

3.1 Create images and forms from observation, memory, imagination, and feelings.

Reading/Writing Content Indicator(s)

4.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.

Visual Art Content Objective(s)

3.1.a Experiment with art media, processes, and techniques to generate ideas and express personal meaning.

Reading/Writing Content Objective(s)

4.2.a Compose to express personal ideas to develop fluency using a variety of forms, such as journals, narratives, letters, reports, and paragraphs.

Objective(s) (Connecting the content areas)

Students will write about an event in their lives and make a collage quilt that represents the memory.

Key Arts Vocabulary

Illustration, inspiration, quilting

Reading Vocabulary

Journal, reflection

Prior Knowledge Students Need for This Lesson

Arts

Visual Art

- Quilting
- Illustration

Reading/Writing

- Story telling
- Writing

Materials and Resources

Materials and Resources for the Class

- *Tar Beach* by Faith Ringgold (New York: Crown Publishers, Inc., 1991)
- Powerpoint of artwork by Faith Ringgold
- Display of quilts (pictures)
- Student journal/ computer/ communication device
- Art supplies: scrap paper, large pieces of plain white or tan fabric, crayons, iron, foil, fabric scraps, fabric glue, pencils, scissors, cardboard, tape, glue, brushes

Materials and Resources for the Teacher

- www.ndoylefineart.com/ringgold
- www.faithringgold.com
- www.artcyclopedia.com
- www.quiltprofessionals.com/quiltdirectory/artquilthistory.htm
- <http://lcweb2.loc.gov/learn/collections/quilts/history.htm>
- *Tar Beach* by Faith Ringgold (New York: Crown Publishers, Inc., 1991)

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Day 1

- Introduce Faith Ringgold.
- Do a Picture Walk of *Tar Beach*.
- Read *Tar Beach*.
- Discuss the story.
- Look at artwork, *Tar Beach*— What similarities do you see in both the artwork and in the story we have read?
- What is a quilt?
- Look at other artwork by Faith Ringgold and talk about possible stories they may tell.

Day 2

- Review Faith Ringgold.
- Review—What is a quilt?
- Look at examples of quilts. Discuss what they might represent.
- Have students close their eyes and think about an event or what they might like to tell about their lives.
- Have students take 10 minutes and write what they have thought about in their journals.

Day 3

- Review Faith Ringgold and quilts.
- Students will read what they wrote in their journals on Day 2.
- Using a large square or rectangle of white or tan material and fabric crayons, students will create a picture that represents what they have written in their journals. Leave four inches around the outside of the drawing—on all four sides.
- With the teacher, iron the image between paper and foil (to protect the iron and other pictures) to set the crayon in the fabric.

Days 4 & 5

- Using scraps of material, scissors, glue brush, and fabric glue, glue pieces of fabric in the “frame” of the drawing. Cover all of the blank space left as the frame. Overlap material if necessary.
- Let dry.
- Stretch the quilt around a piece of cardboard and attach it to the back of the cardboard with masking tape.

Closure/Summary

- Review quilting and Faith Ringgold.
 - How is quilting an important part of history?
 - How is journaling an important part of history?
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- Students can present their artwork and tell the story of their quilts.

Assessment (Description/Tools)

Employ a teacher-created rubric based on established criteria for quilt and journal writing.

Lesson Extensions

- Students can apply journaling and drawing to summarize and/or reflect on another event or reading text. These two activities can be used in any content area.
- Students can create poems about their quilts.

This lesson can be adapted using communication devices throughout the lesson. These might include scribing and picture symbols for the journaling, switches for choices, pre-cut fabric, and fabric glue in place of sewing the fabric. There are many other adaptive devices available for special needs students (e.g., special scissors, brush helmets, slant boards, etc.).